DOCUMENT RESUME

ED 257 753 SO 016 569

TITLE In-Service Training Guidelines for Secondary School Teachers of Psychology.
INSTITUTION American Psychological Association, Washington, D.C.
PUB DATE 81
NOTE 15p.; Prepared by the Committee on Psychology in the Secondary Schools. For related documents, see SO 016 567-572.
AVAILABLE FROM Clearinghouse on Precollege Psychology, Educational Affairs, American Psychological Association, 1200 Seventeenth St., N.W., Washington, DC 20036 (free).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Books; Classroom Environment; Continuing Education; Curriculum; Educational Needs; Guidelines; Higher Education; *Inservice Teacher Education; Institutes (Training Programs); Instructional Materials; Periodicals; Professional Training; *Psychology; Resource Materials; Secondary Education; Teacher Improvement; Teacher Workshops; Teaching Methods

ABSTRACT

Guidelines for the continuing education of secondary school psychology teachers are presented. Because for many people, high school psychology is the first and only opportunity for systematic exposure to the field, the secondary psychology teacher plays a vital role in the public's basic understanding of psychology. Psychology teachers must help adolescents become critical interpreters of human behavior and of statements about human behavior. Teachers must keep up-to-date with the developments in the discipline of psychology and with new teaching methods. This guideline begins with a discussion of the learning environment in which psychology teaching takes place. Recommendations for general in-service continuing education are provided. In the following sections, actions to implement and support continuing education programs in psychology are specified for secondary psychology teachers, college and university faculty, local officials, state and regional education officials, national groups concerned with psychology and education, and professional teacher organizations. The appendix contains annotated listings of periodicals, student materials, books, and pamphlets. as well as a list of bibliographies. (RM)

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In-Service Training Guidelines for Secondary School Teachers of Psychology

Prepared by the
Committee on Psychology in the Secondary Schools
of the American Psychological Association

1981

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SP 016 569

INTRODUCTION

The study of psychology is often important for better understanding, as well as for responsible decision making in numerous areas of public concern. For many people, high school psychology is the first and only opportunity for systematic exposure to the field. Therefore, the secondary psychology teacher plays a vital role in the public's basic understanding of psychology.

Surprisingly diverse forces influence the role of secondary school psychology teachers. For example, these teachers are working directly with adolescents, members of an age group faced with many diverse demands from society and experiencing a period of preoccupation with their own development. Clearly, such students could profit from exposure to the principles and findings of psychology. Unfortunately, the adolescent peer groups, media, and society in general often misrepresent psychology, or provide only a very limited view of its possible contributions--both to human welfare broadly and to adolescent education more particularly. These conflicting influences make it especially important that teachers strive to help students become critical interpreters of human behavior and statements about human behavior. For this reason, the teaching of high school psychology is an important responsibility. Given the constant changes in psychology, and in the adolescents themselves, the teacher must keep up-to-date not only with the developments in the discipline, but also with the means of teaching them to the students.

These Guidelines Emphasize:

- the nature of the learning environment in the high school psychology classroom.
- the necessity of continuing education for secondary school psychology teachers.

The sections beginning on page four are addressed primarily to each of the following groups:

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THE LEARNING ENVIRONMENT

In the case of psychology, the "learning environment" must be understood in at least two disparate contexts. For one, as a discipline concerned with the study of learning and variables influencing the learning/memory process, teachers of psychology are ever concerned with creating and maintaining an environment in which learning can occur. This environment is independent of the specific subject matter at hand; it is as much a matter of attitude and approach as anything. It is typified by words such as inquiry, examination, study, investigation, and involves questions such as "why?" and "how?". It is, in short, an atmosphere of unbiased, nonjudgmental inquiry in which the process of study is just as important as the content being investigated.

The other major context in which the "learning environment" must also be understood concerns the subject matter being addressed in that environment. Within psychology there are two broad approaches to the discipline most often applied in the secondary school classroom--emphasizing psychology as a discipline vs. psychology as a means of understanding one's self. One approach might include a laboratory or workroom with physical apparatus to measure perceptual activity, performance accuracy, discrimination abilities in small animals, or other similar benchwork activities. Of course, the entire world functions as a "laboratory" for the study of social behavior and offers a wealth of opportunities to conduct observational and experimental studies. In this sense, although the ultimate goal is the understanding of the human potential and condition, the focus tends to be on the study of others in a more or less limited or controlled situation. This is psychology as science.

In addition, however, the learning of other psychological concepts might also include the use of small group interpersonal experiences. Activities such as "values clarification," moral dilemma discussions, and role playing illustrate this more personal approach to the process of learning. In this sense, the ultimate goal is the understanding of one's own potential and condition. The focus tends to be on the study of self in a more naturalistic or open environment. This is psychology as a science emphasizing personal understanding of oneself.

Ideally, both of these teaching techniques will be in constant interaction with each other, and both will serve as excellent vehicles for instruction. A learning environment in which these two approaches to teaching psychology in the secondary school complement each other, can offer:

- valuable insights into psychology as a science, as well as psychology as self-development.
- motivating and relevant activities.
- familiarity with the experimental method; and an understanding of the importance of observation, description and interpretation of human behavior.
- a stimulating change from lectures and other forms of instruction.
- learning in interdisciplinary areas (i.e., students' skills are sharpened in reading and writing; applying mathematics to real problems; classifying, interpolating, drawing inferences and forming and testing hypotheses).

GENERAL IN-SERVICE CONTINUING EDUCATION RECOMMENDATIONS

School boards, principals, curriculum and social studies supervisors and other officials should encourage and assist psychology teachers in taking advantage of continuing education opportunities in psychology.

1. These persons and agencies, who by their assignments and functions are also responsible for improved classroom instruction, are urged to assist in providing continuing education opportunities for secondary school psychology teachers.

2. Colleges, universities, and funding organizations have a responsibility to stimulate the availability of continuing education opportunities for psychology teachers. Teachers, of course, are urged to avail themselves of these opportunities.

   Needed are:

   a. Courses with content directed at the interests and needs of teachers.

   b. Academic credit for such courses.

   c. Consideration of alternate formats such as home delivery, mini-courses, and self-instructional packages.

   d. Evening and weekend scheduling of courses to match the free time of teachers.

   e. Effective means of informing teachers of such opportunities.

3. Given the nature of modern psychology, ample opportunity should be provided for in-service instruction with courses that begin at levels compatible with the skills of the teachers taking them.

4. Teachers who do not have sufficient pre-service training have the responsibility to pursue further course work that will better enhance their skills in teaching psychology.

5. Those teachers who have met pre-service requirements are encouraged to pursue continuing education courses to become more familiar with the many changes in modern psychology.

RECOMMENDATIONS TO AGENCIES AND INDIVIDUALS

In the following sections, actions to implement and support continuing education programs in psychology are specified for:

- Secondary school teachers of psychology
- College and university teachers, primarily in psychology and education
- State and regional education officials
- Local school boards, superintendents, principals, science supervisors, curriculum specialists, department heads
- State and local groups, such as science academies, parent-teacher-student associations, APA local sections, community groups
- APA and other national scientific organizations and funding agencies
- Professional teacher organizations

Recommendations to Secondary School Psychology Teachers

1. Participate in college courses, self-study and in-service programs, professional meetings, inter-class and inter-school visits with colleagues, and supervision of student psychology teachers in training.

2. Keep abreast of current developments in psychology.

   a. Read periodicals and journals such as High School Psychology Teacher, Teaching of Psychology, Professional Psychology, American Psychologist, Contemporary Psychology, Science, Scientific American and Psychology Today.

   b. Investigate alternative teaching strategies and programs, and interact with other faculty members and curriculum specialists for curriculum development.

   c. Take students to local meetings where appropriate; interact with psychologists in local industries, hospitals, police departments and government agencies to exchange viewpoints and to arrange class visits; and participate in community programs that involve psychology (e.g., pollution, energy crisis, geriatrics, drug use and abuse, day care centers, and community mental health centers).

   d. Become a member of at least one national psychological educational association and participate in the activities of that group.

e. Develop a communication network between the school and the community in order to provide relevant learning experiences such as field experiences or community based experiences.

3. Interact with other professionals.

a. Work directly with school librarians to maintain a well organized, current psychology library with a complement of films and multi-media materials as well as periodicals and journals, all to supplement the student's textual materials and to provide an adequate reference library for the faculty. (See Johnson & Wertheimer, 1979.)

b. Suggest to administration the resources that are needed for effective teaching.

c. Inform colleges and universities of the type of courses they need for continuing education. Encourage the involvement of college and university faculty members with other (area) high school psychology teachers.

d. Submit comments, letters or articles on teaching strategies and ideas to journals, newsletters, and magazines such as High School Psychology Teacher newsletter, Teaching of Psychology, Science Teacher, and Current Lifestudies.

4. Employ self-evaluation.

a. Assess teaching performance (use self-assessment instruments such as those published by NSTA).

b. Set personal goals for the achievement of some of the foregoing and review these annually in consultation with immediate supervisors.

Recommendations To College and University Faculty

1. Develop cooperative relationships between the departments of education and psychology for training prospective teachers of psychology. Clearly, for this charge to be carried out effectively, the faculties of these departments should cooperate in the development and in the conduct of both new and existing educational programs. The following recommendations should be viewed as encouraging cooperative planning and the assumption of joint responsibility, not as applying solely to one or the other groups of educators.

2. Establish a cooperative relationship with the local school system to provide in-service activities based on expressed needs of the teachers and the system.

a. Encourage university and college faculties to become familiar with the learning climate of a secondary school by volunteering presentations and consultations.

b. Assess practicing teacher needs with the assistance and cooperation of teachers, supervisors, principals, and professional groups.

c. Locate talent from among experienced teachers, college staff, and professionals from the community to meet the needs.

d. Design flexible course schedules and materials to meet in-service teacher needs.

e. Develop courses in areas of current interest which emphasize the use of psychological principles applied to the solution of societal problems.

3. Encourage area secondary school psychology teachers to utilize college and university faculty and facilities.

a. Arrange special evening sessions for secondary school teachers when seminar speakers, consultants, and other visiting scientists and educators are on campus.

b. Sponsor workshops and/or continuing seminars for psychology teachers and supervisors to discuss common concerns and problems, to familiarize them with resources, library facilities, and other materials and expertise available for their continued use, and to foster collegial cooperation among teachers.

4. Offer broadly-based graduate degree courses in psychology and/or education for high school teachers. These teachers need and can use for their own high school students, courses in areas such as advanced introductory psychology, statistics, experimental methodology, child and/or abnormal adolescent development, learning, abnormal, and personality.

Recommendations to Local Officials

1. Provide resource and reference materials. Schools or department libraries should have subscriptions to periodicals and publications, such as those listed in the Appendix, for reference use by students and teachers. Texts for reference use should be available to support the teacher in areas such as developmental and/or adolescent psychology, social psychology, statistics, experimental psychology, learning, abnormal, and personality.

2. Facilitate the continuing education of psychology teachers.

a. Develop plans with teachers, early in their careers, for continuing education and professional growth, subject to annual review and modification. The NSTA publishes materials which will provide some assistance in such planning.

b. Arrange schedules to allow time for novice teachers to work cooperatiavely with teachers experienced in a variety of instructional methods and to attend appropriate psychological, social studies, and educational meetings and conferences.

c. Encourage and support frequent inter-class and inter-school visits among psychology teachers.

d. Sponsor workshops that bring together teachers from high schools, college psychology departments and schools of education.

e. Provide sabbatical or opportunity for shorter leaves, provide tuition assistance, and otherwise support financially the continuing education of teachers.

3. Recognize and reward teachers for achievement in meeting the recommendations of these guidelines.

4. Support teacher participation in the activities of science, and other professional organizations.

5. Insure that copies of these guidelines are distributed to psychology teachers.

Recommendations to State and Regional Education Officials

1. Organize workshops and summer programs that bring together faculties from high schools and colleges. Possible topics could include introduction to new curricula, development of instructional materials, updating in psychology, audio-visual materials.

2. Sponsor at a state, inter-state, or regional level, psychology education development centers to provide resources and services, as well as a place where teachers may see examples of innovative developments and where they can participate cooperatively in educational planning.

3. Establish a source of funds to be used for implementing teacher efforts and opportunities to improve their courses and to develop professionally.

4. Assume leadership in the continuous evaluation of policies that reflect reasoned acceptance or modification of the objectives of these and similar guidelines.

5. Distribute copies of these guidelines to teachers. They may be obtained from the Clearinghouse on Precollege Psychology, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. 20036.

Recommendations to State and Local Agencies, Organizations, and Industries
(e.g. American Psychological State Associations, parent-teacher-student groups)

1. Arrange special topic seminars on local or national issues of current interest presented by teacher-student teams.

2. Sponsor incentive awards for students and teachers, such as short course tuition fees, mini-grants, books.

3. Provide financial support for local psychology teachers' (secondary school, two-year college, college and university) meetings and workshops on topics addressed to the felt needs of the participants.

4. Provide speakers bureau services to secondary school classes and teacher groups.

5. Distribute surplus and expendable supplies and equipment from industries and other sources to secondary schools, and provide for their maintenance.

Recommendations to National Groups Concerned with Psychology and Education
(such as: AAAS, AETS, APA, NCEA, NCSS, NIE, NSF, NSTA, USOE)[1]

1. Assist teachers with the logistics of the care and use of animals used in school science behavior projects.

2. Help to meet the continuing education needs of secondary school teachers; develop and deliver teacher training projects and activities such as content-oriented workshops and traditional, multi-media or other innovative self-study programs, with the cooperation of academic institutions.

3. Publish descriptions of teaching aids such as demonstrations, experiments and activities suitable for 50-minute class periods.

4. Publish guidelines to aid in the effective use of paraprofessionals and student assistants in psychology teaching.

5. Organize a clearinghouse to assist and encourage community summer or sabbatical leave employment of prospective and current psychology teachers.

6. Establish Chatauqua-type short course programs for secondary school psychology teachers.

7. Maintain a roster of professional personnel, including retired teachers and psychologists to serve as consultants, reviewers, and resource persons.

[1] American Association for the Advancement of Science, Association for the Education of Teachers in Science, American Psychological Association, National Catholic Education Association, National Council of the Social Studies, National Institute of Education, National Science Foundation, National Science Teachers Association, United States Office of Education, and others.

8. Provide programs designed to meet the needs and interests of secondary school psychology teachers at national, regional, and local meetings and conferences.

9. Provide programs and funding for research directed toward the improvement of psychology teaching.

Recommendations to Professional Teacher Organizations
(such as: AFT, NAPE, NEA)[2]

The need for continuing professional growth of teachers is a common concern to both scientific and professional organizations. The support of professional organizations is solicited in promoting career-long professional development of teachers by:

1. Supporting the recommendations made elsewhere in these guidelines.

2. Assisting their members to meet the standards set in these and similar guidelines.

3. Further implementation of continuing education programs for their members.

OTHER ISSUES

During the development of these guidelines the Committee on Psychology in the Secondary Schools, in its concern for student learning, is continuing to examine the following issues:

- Teaching secondary school psychology as a preparation for college psychology vs. emphasizing the role of psychology as a part of the general education of students.

- Evaluating criteria used to identifiy excellence in teaching of psychology such as, sophisticated content vs. application to students' daily lives, utilization of various teaching methodology, and/or evidence of student learning.

Formal position papers as well as informal letters on these issues and other topics in these guidelines are welcome and should be sent to the Educational Affairs Office, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. 20036.

[2] American Federation of Teachers, National Association of Professional Educators, National Education Association.

APPENDIX

PERIODICALS

TEACHING CONTENT OF PSYCHOLOGY

American Psychological Association. American Psychologist. (Available from Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. 20036.) Official journal of the American Psychological Association. Publishes articles on current issues in psychology as well as empirical, theoretical, and practical articles on broad aspects of psychology. Published monthly. $5.00 a year for APA High School Teacher Affiliates; $50.00 subscription fee for all non-members and non-affiliates of APA.

American Psychological Association. APA Monitor. (Available from Monitor/ Subscription Department, American Psychological Association, 1200 Seventeenth St., N.W. Washington, D.C. 20036.) Official newspaper of the American Psychological Association. A "Washington Report" section keeps readers abreast of the latest legislative developments affecting mental health, education, and behavioral sciences. Prominent psychologists discuss the major issues facing the field in editorials and letters to the editor. In-depth articles explore the many facets of psychology. Ten full issues published per year; Section 2 published 12 times per year. Free to all members and affiliates of APA. $15.00 subscription for all others.

American Psychological Association. Contemporary Psychology. (Available from Order Department American Psychological Association, 1200 Seventeenth St., N.W. Washington, D.C. 20036.) Publishes critical reviews of current books, films, tapes, and other media representing a cross section of psychological literature. The reviews are prepared by those who have competence in specialized fields of psychology but are written for a broad and varied readership. Published monthly. $15.00 per year for APA members and High School Teacher Affiliates of APA; $40.00 subscription fee for all others.

American Psychological Association. High School Psychology Teacher. (Available from APA Clearinghouse on Precollege Psychology, American Psychological Association, 1200 Seventeenth St., N.W. Washington, D.C. 20036.) A newsletter for secondary school teachers of psychology that contains brief news items on happenings in secondary school psychology, classroom activities and demonstrations, and reviews of texts, audio-visuals and other teaching materials. Published five times during the academic year. Free to APA High School Teacher Affiliates and APA members. $8.00 for all others.

Division Two of the American Psychological Association. Teaching of Psychology. (Available from Robert S. Daniel, Editor, Psychology - McAlester Hall, University of Missouri, Columbia, MO 65211.) Publishes articles and other material applicable to the improvement of teaching of psychology on the college level. The journal includes articles on professional problems of teachers; essays on teaching; empirical research on methods; course structure; curriculum designs; bibliographic materials; subject matter or content reviews for class use; demonstrations and lab projects; studies of teacher or student characteristics; book and media reviews; news and commentary. Published quarterly; $5.00 individual (U.S.); $10.00 institution (U.S.).

Ziff-Davis Publishing Co. Psychology Today. (Available from P.O. Box 2990, Boulder, CO 80323.) A publication geared for the lay audience. Contains articles on a variety of topics of current interest in psychology. Published monthly; one year subscription $13.97.

PSYCHOLOGY AS RELATED TO OTHER SCIENCES

American Association for the Advancement of Science. Science. (Available from American Association for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington, D.C. 20005.) A publication that consists of two parts: 1) reports on agencies and government legislative action affecting sciences and 2) summaries of research findings in a variety of scientific disciplines. Published 51 times per year. Membership in American Association for the Advancement of Science (AAAS) includes subscription: $38.00 for individuals $76.00 for institutions.

National Science Teachers Association. The Science Teacher. (Available from National Science Teachers Association, 1742 Connecticut Ave., N.W. Washington, D.C. 20009.) A publication that includes "Science Briefs", association news, reviews, classroom ideas and articles of interest to secondary school science teachers in all disciplines. $25.00 per year with secondary school membership in the National Science Teachers Association, $30.00 with institutional membership, single copies $3.25.

Scientific American, Inc. Scientific American. (Available from 415 Madison Ave., New York, NY. 10017.) A popular publication geared for the lay audience with an interest in current developments in a variety of science areas. Published monthly. $21.00 per year.

STUDENT MATERIALS

Curriculum Innovations, Inc. Current Lifestudies. (Available from Curriculum Innovations, Inc., 501 Lake Forest Ave., Highwood, IL 60040.) A magazine aimed primarily at junior/high school students. Contains articles on topics of current interest in psychology, career information, and class exercises and discussion topics. Includes teacher guide. Published monthly from September to May. $4.25 per student in U.S. Minimum of 15 subscriptions to one address.

Curriculum Innovations, Inc. Human Sexuality Supplement to Current Lifestudies. (Available from Curriculum Innovations, Inc., 501 Lake Forest Ave., Highwood, IL 60040.) A four page insert that gives up-to-date factual information on problems and issues concerned with adolescent/adult sexual development. Published monthly and included as a supplement to Current Lifestudies for the additional payment of $.95 per student per school year.

BOOKS

Benjamin, L. T., & Lowman, K. D. Activities handbook for the teaching of psychology. Washington, D.C.: American Psychological Association, 1981, Pp. 244 Available from Order Department American Psychological Association, 1200 Seventeenth Street, N.W. Washington, D.C. 20036. A handbook of 88 teaching activities designed for the high school and introductory psychology classrooms. $11.50 paper. $9.00 for APA Members and Affiliates.

Johnson, M., & Wertheimer, M. Psychology teacher's resource book: First course (3rd ed.). Washington, D.C.: American Psychological Association, 1979. (Available from Order Department, American Psychological Association, 1200 Seventeenth St., N.W. Washington, D.C. 20036.) An aid for anyone who teaches introductory psychology. Includes: reviews of introductory texts, books of readings, and lab manuals; lists of high interest supplementary readings, audio-visuals, and reference materials; sources of lab instruments and supplies; and addresses of national organizations and publishers concerned with the teaching of psychology. $9.00 paper. $6.75 for APA Teacher Affiliates.

Kasschau, R. A., & Wertheimer, M. Teaching psychology in secondary schools. Washington, D.C.: American Psychological Association; Boulder Colo.: ERIC Clearinghouse for Social Studies/Social Science Education, 1974. $2.50. (Available for purchase from Order Department, American Psychological Association, 1200 Seventeenth St., N.W. Washington, D.C. 20036.) Lays the foundation for an informal discussion of the philosophical concerns of the present day psychology teacher. Provides valuable information on available curriculum materials, references useful in obtaining these materials, and teacher training and certification curricula and criteria.

PAMPHLETS

(All the following are available from American Psychological Association, Clearinghouse on Precollege Psychology, 1200 Seventeenth St., N.W. Washington, D.C. 20036.)

American Psychological Association. Careers in psychology. Washington, D.C.: Author, 1978. Answers the questions of students who are considering a future in the field of psychology. Describes psychology and provides hypothetical examples of applicants who have successfully matched their education, interests, and qualifications to job requirements. Includes a general description of APA and its services, a list of related organzations and sources of information, and a bibliography of publications for further research. Single copy, free; 2-100 copies, $.75 each, $4.00 minimum charge; additional 100's, $50.

American Psychological Association. Careers for Women in Psychology: Strategies for Success. Washington, D.C.: Author, 1981. A pamphlet that discusses the contributions of women to psychology, barriers and strategies for overcoming them. Single copy, free.

American Psychological Association. Checklist for a new course in psychology. Washington, D.C.: Author. A brochure prepared by APA's Committee on psychology in the Secondary Schools to assist in the preparation of a high school psychology course. Includes consideration of target population, course content, teaching strategies, ethical concerns, community resources and teacher preparation. Single copy, free.

American Psychological Association. Ethical guidelines for the teaching of psychology in the secondary schools. Washington, D.C.: Author. A pamphlet including three sets of guidelines: 1) Guidelines For the Use of Animals in School Science Behavior Projects 2) Ethical Guidelines for High School Psychology Teachers, and 3) Guidelines for the Use of Human Participants in Research or Demonstrations Conducted by High School Teachers.

American Psychological Association. Guidelines for the specialty training and certification of secondary school psychology teachers. Washington, D.C.: Author. Developed by APA's Committee on Psychology in the Secondary Schools, these guidelines are designed to assist teacher training institutions and state certification agencies in identifying areas of study that will give secondary school psychology teachers a thorough and broad preparation in both the content and methods of psychology.

BIBLIOGRAPHIES

All of the following bibliographies were prepared by and are available from the Clearinghouse on Precollege Psychology, American Psychological Association, 1200 Seventeenth St., N.W., Washington, D.C. 20036, Single copies free.

- Activities, Ideas, and Demonstrations for the Secondary School Psychology Classroom.
- General Curriculum Materials for the Secondary School Psychology Classroom.
- Teaching of Psychology in the Secondary School: Recent Studies and Surveys
- Teaching of Psychology in the Secondary School: Teacher Preparation and Certification
- Teaching of Psychology in the Secondary School: Textbooks
- Theoretical Issues Related to Curriculum Development for the Secondary School Psychology Classroom